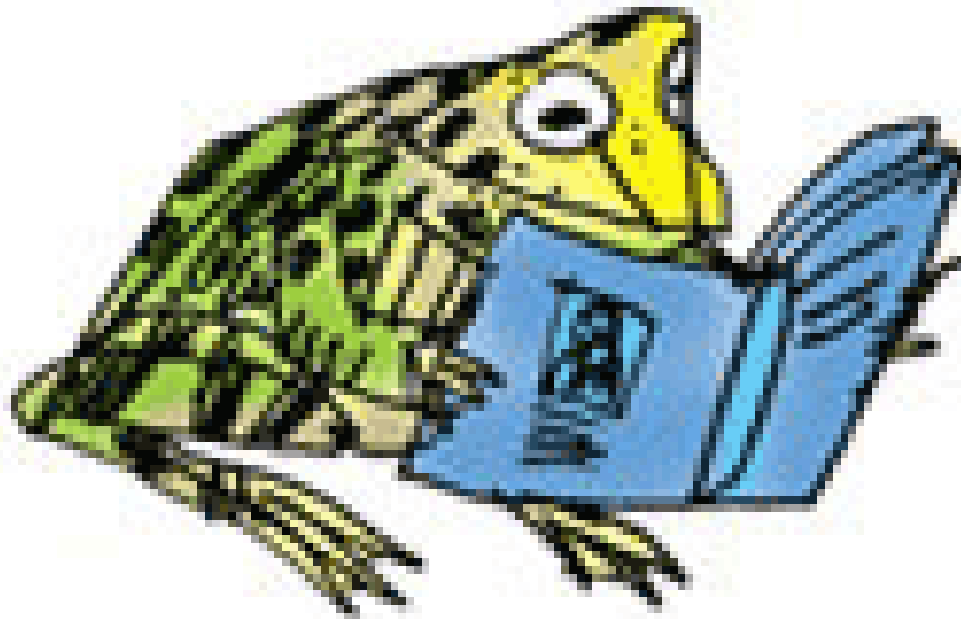


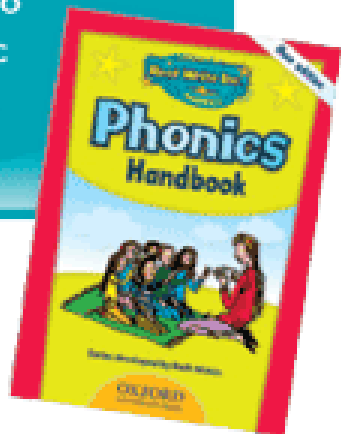
A dynamic literacy programme
rooted in phonics!

Read Write Inc.



1

Children are all assessed and grouped according to their phonic knowledge.



2

The 44 sounds and corresponding letters are taught systematically.



3

Children read and spell out single decodable words.



Partner work and direct teaching are at the heart of *Read Write Inc.* programmes, ensuring every child experiences success.

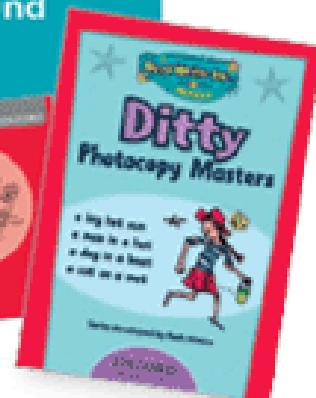
5

Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



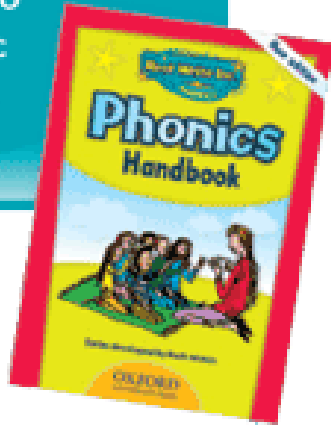
4

Children use short 'ditties' to practise early reading and writing and are taught more letter:sound matches



1

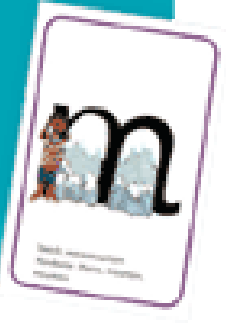
Children are all assessed and grouped according to their phonic knowledge.



- Assessment was done at the end of last year and will be repeated at the end of every half term.
- Groups are always flexible.
- Group sizes no bigger than 16 children.

2

The 44 sounds and corresponding letters are taught systematically.



- I'm now going to go through the Simple Speed Sound chart. They may be different to what you were expecting!
- It is really important that the sounds are pronounced as 'pure' sounds as this makes blending for reading (Fred Talk) and segmenting for spelling (Fred fingers) much easier.

2

The 44 sounds and corresponding letters are taught systematically.

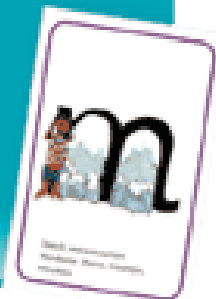


Word Time!

- This is where it all begins in Nursery and Reception and will continue into Year 1 and 2 if needed.
- Sounds are taught in a systematic order, so they can make 2-letter and 3-letter words with their focus set of sounds.
- Letters all have a picture to go with them, to help children remember what the letter looks like and to help with their letter formation.

2

The 44 sounds and corresponding letters are taught systematically.



Bounce: g-g-g-girl

Handwrite: Round her face, down her hair and give her a curl

3

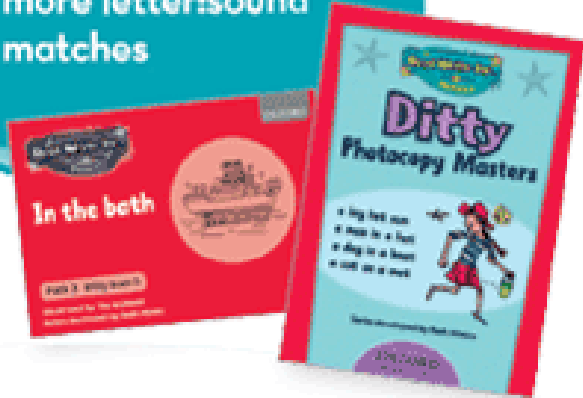
Children read and spell out single decodable words.

pan



- Again this is in the early stages of RWI when children are getting to grips with all their letter sounds and beginning to sound words out, both for reading and spelling.
- Children learn to read Green words cards which use the sounds they have been learning.
- We sound out each grapheme and then blend, this is called Fred talk.

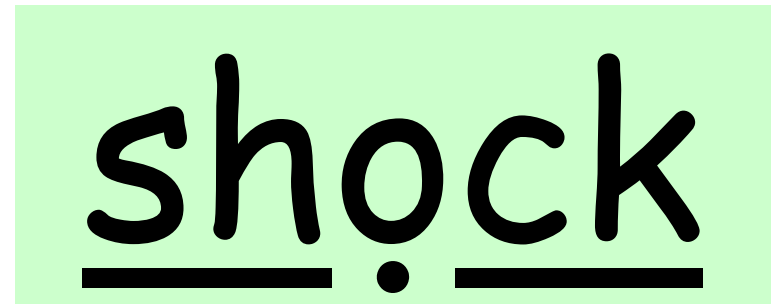
4 Children use short 'ditties' to practise early reading and writing and are taught more letter:sound matches



Ditty Books

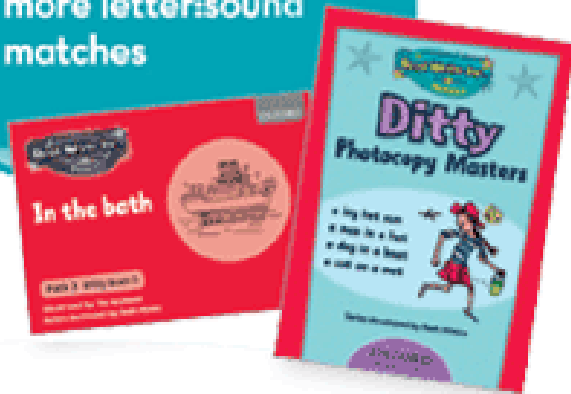
- Children continue to revise the simple speed sounds (Set 1) including ch, th, sh, ng and nk.
- They now use their sound knowledge to read short pieces of text and do integrated writing tasks.

4 Children use short 'ditties' to practise early reading and writing and are taught more letter: sound matches



- Each ditty book teaches the children new green and red words, which they practise reading and writing each day.

4 Children use short 'ditties' to practise early reading and writing and are taught more letter: sound matches



- The children complete a 'Hold a sentence' writing task each day.
- They also build a sentence verbally ~ exploring interesting vocabulary associated with the subject in the Ditty.
- At the end of the week they do some extended writing, using the ideas and spellings they have been practising all week.

5 Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



- Children move on from the ditties to books when they can begin to read without sound blending first (from sight).
- New speed sounds are taught each week.
- Children continue to learn new red and green words; and begin to think more about punctuation in reading and writing.
- They continue to build a sentence, hold a sentence and now edit sentences (correcting errors).
- The children have more opportunities for extended and creative writing.

5 Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



- All new complex sounds have a little rhyme to go with them that the children learn in conjunction with the letters (grapheme).
- Children practise reading and writing words with these new sounds in, each day.





Book time

- So that the children do not miss out on the love for books and stories, classes spend time each week reading, discussing and exploring different story books.
- Each year group has 15 core texts to focus on throughout the year. We aim for children to really know and remember these structured, classic stories.
- For 1 or 2 weeks each half term all children in Years 1 and 2 will focus on a Power of Reading text.



At home

- At the end of last year each child was given a set of Speed sounds with their corresponding rhymes (appropriate to their level). Please continue to practise reading and writing these sounds.
- We will be sending home a pack of Set 1 Speed sounds to all Reception children this half term.
- If you have misplaced these I have a few spares.



At home

- As soon as the children are reading our RWI books, they will bring their book home. They will have been reading the book during the week at school, so should be able to read most of the words confidently by now.
- Please keep reading the book each day until:
 - They can read the words without blending (particularly for children reading the books)
 - They can answer questions on the story
 - They are taking account of the punctuation as they read.



At home

- At the front of the book you will find a Speed Sounds chart. Please encourage your child to read these regularly.
- You will then find a page of Green and Red words which are used in the text. Please practise reading each of these, encouraging your child to Fred Talk (sound out) any green words they can't read from sight.
- Read the text. Feel free to model expression.
- Discuss the text. There are a set of questions to talk about at the back of the book.



At home

- We will also send home an ORT book for children to read with you at home. This will be a book that they have not yet read so may need some support.
- Children will also be able to have a story book from their class book corner. This may have some very tricky text so please share this book and discuss with your child.

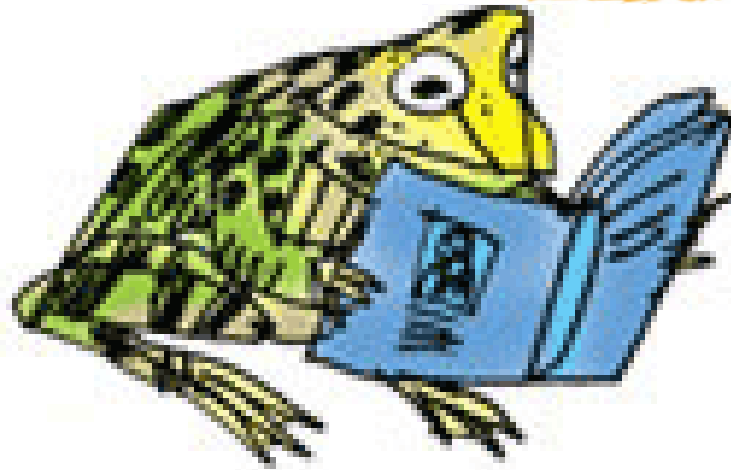


At home

- Children will be sent home weekly spellings to learn. These words are put in their Reading Record book. Spelling tests in Key Stage 1 are on a Thursday and new words are then sent home on a Friday.
- These will be taken from the red and green words that are in their RWI book that week.

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- Thank you for coming.
- Does anyone have any questions?
- I am always around if you have any queries or concerns at a later point.